**Lesson Plan Format**

**Teacher Candidate: Alexis Franklin Grade Level: 11 Date of lesson: November 2014**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

Standard:

11SS9: Students analyze the economic boom and social transformation of post-World War II America.

11SS10.d: Students analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.

11SSK6: Students identify bias and prejudice in historical interpretations.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students have already learned about Malthusian economics by analyzing Thomas Malthus’ essay on population in the previous lesson. They are therefore familiar with the “central tradition” of economics written in a historical period characterized by rampant poverty. Therefore, this lesson on Galbraith’s “affluent society,” described in thriving postwar America, will provide a contradictory perspective on the economics of scarcity and abundance. Students will already have a basic understanding of the historical events leading to post-WWII America.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will be able to analyze the transformation in American society following World War II in order to identify the trajectory of scarcity and abundance during this time. Students will be able to evaluate primary sources to draw conclusions about poverty in the context of this “affluent society,” including how scarcity was affected by government policies and other factors. Students will understand that Galbraith’s “affluent society” is the result of continuing to pursue Malthusian economic goals/values in the absence of scarcity.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Informal Formative: Students will engage in thoughtful discussion with peers, both as a whole class and in small groups. During discussion, the teacher will be able to observe students’ distinct understandings and interests, by which to gauge instruction in future lessons, as well as how to guide inquiry more meaningfully throughout this lesson.

Informal Formative: Small groups of students will create and turn in Venn diagrams linking this lesson to a previous lesson. The thoroughness of these Venn diagrams will clarify for the teacher how much more explicit scaffolding is necessary as the unit progresses.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

* Means to access and watch 1950’s television commercials (published online: http://www.youtube.com/watch?v=ckjIbT1bUos)
* Excerpts from John Kenneth Galbraith’s book, The Affluent Society, including his statistical information regarding consumption and the American economy in the 1950’s
* Paper/pens for taking notes

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

Inquiry based: The teacher in this lesson guides students to draw their own conclusions through thoughtful questions and freedom to explore primary sources independently and in peer groups. The teacher avoids direct instruction on essential questions because learning is more authentic when students derive their own meaning. The teacher sets students up to scaffold new information for themselves, while serving as a supervisor and facilitator to student inquiry.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

Teacher will begin the lesson by playing selected 1950’s television commercials for students. Afterwards, teacher will ask open-ended questions about the types of products glorified in these commercials, the advertising strategies employed, and the undertones of the cultural context. Students will offer their ideas about the values of postwar America, drawing on both their background knowledge and the video. During this whole-class conversation, the teacher will introduce the term “affluent society,” writing it on the board, defining it, and encouraging students to add it to their notes.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

Teacher distributes excerpts from *The Affluent Society* by economist John Kenneth Galbraith. Students read Galbraith’s statistics about consumption in postwar America and his observations on the perpetuation of income disparities during this time. Students are given sufficient class time to read and annotate the text independently, while adding to their individual notes about the history of scarcity and abundance in America. Students should pay particular attention to the governmental factors contributing to Galbraith’s “affluent society” by making connections with their prior knowledge and other readings. After students have finished reading and pondering, the teacher places students in small groups to summarize and discuss the main points of the text and draw conclusions about the time period. The teacher moves from group to group to observe, stimulate higher-level thinking, and direct students towards essential questions about scarcity and abundance.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

In their small groups, students are asked to collaboratively create cursory Venn diagrams to compare/contrast Galbraith and Malthus (recalling information from the previous lesson), including their economic theories and their historical contexts. Before leaving the class, one Venn diagram per group will be turned in to the teacher for participation points.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Student 1 | Regularly disengaged, distracted easily, frequently occupies himself with books unrelated to class work, timid and reluctant to participate during in-class conversation | Rather than relying solely on volunteers during discussion, teacher makes a point to call on this student from time to time to draw him into conversation. For small group work, place him with students who will engage with him readily. |
| Student 2 | ELL, proficient verbal language abilities, but low reading comprehension skills, struggles with independent reading, “fake reads” | Text can be read out loud to increase clarity. Students can take turns reading the text out loud. Prior to reading, teacher can post a list of pertinent vocabulary terms on the board and review their meanings. Teacher can also provide a handout to structure students’ note-taking/annotations. |
| Student 3 | Hyperactive student, becomes disruptive when left seated in one place too long | Teacher should permit movement in the room at some point during the class. Students can move to other seats or the floor to watch the video or read independently. Small groups can be created so as to necessitate moving around the room. |